PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

FIFTY-SECOND ANNUAL SUMMER NUMBER

JUN 8 1933

JOURNAL OF EDUCATION

JUNE 5, 1933

A New Evaluation of Education

Theme of N. E. A. Convention at Chicago

PREVIEWED BY

PRESIDENT JOSEPH ROSIER

Discovering Pupil Interest	DANIEL P. EGINTON
Democracy's Hope, the High School	A. L. SAFFORD
The Declamatory Contest	IRL H. DULEBOHN
Voices of the Past	ALBERTO M. ELDRIDGE
Menace of the Maladjusted Teacher	F. L. PATRY
Art in a New Hampshire School	D. W. MACLEAN

EDITORIALS, BOOKS, AND OTHER FEATURES

INCLUDING

The News Digest

• PUBLISHED TWICE A MONTH FOR THE •
DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON [VOL. CXVI, No. 18] 20 CENTS

Announcing

1933 Edition
LENNES TEST AND PRACTICE SHEETS IN ARITHMETIC—N. J. Lennes

THE LENNES TEST AND PRACTICE SHEETS IN ARITHMETIC have been used by more than seven million pupils because they have increased accuracy and speed in a truly startling way. Now, with the necessity for true economy, we have completely revised the pads and **reduced the price.** The 1933 EDITION is a NEW PAD at a NEW PRICE. Grades 2 - 8. Full year, $0.30. Half year pads, $0.20. First grade pad, $0.24.

PUPIL-ACTIVITY TEXTBOOKS

"Essentials of Everyday English" by Ferris and Keener. Grades 3 - 8

"The Stanford Speller" by Almack and Staffelbach. Grades 2 - 8

"The Art Appreciation Textbooks" by Stafford and Rucker. Grades 1 - 7

OTHER PUPIL-ACTIVITY MATERIALS

"The Study-Period Projects" by Elda L. Merton. Seatwork in reading for Grades 1, 2, 3.

"The Study-Period Exercises for Developing Reading Skills" by Neal and Foster. Grades 4, 5, and 6.

Descriptive Folders on Request — Address Dept. S.

LAIDLAW BROTHERS

320 East 21st St. Chicago
36 West 24th St. New York
133 First St. San Francisco

An Integrated Laboratory Project in Office Practice

By Scholl, Stern, and McNamara

The nearest approach to actual office procedure and the most authoritative business practice course ever published for instruction purposes.

This course presupposes a general knowledge of the functions of a business office and a reasonable amount of proficiency in the performance of various office skills.

"Office Practice — An Integrated Laboratory Project" calls for the functioning of these knowledges and skills in their natural relationship.

Two years of experiment in the New York High School of Commerce preceded publication. The course is now one of the most popular in the school.

A finishing course for secondary school students adapted TO ANY OR ALL TYPES OF OFFICE MACHINES. May be used with or without equipment.

To be published in July. Price to be determined.

Send now for free pamphlet "THE DEVELOPMENT OF AN INTEGRATED LABORATORY COURSE IN OFFICE PRACTICE."

THE GREGG PUBLISHING CO.

New York Chicago San Francisco Boston
Toronto London Sydney

GREGG BOOKS ARE AUTHORITATIVE

SEND FOR CATALOG

of Summer Session Courses

Time is growing short if you have not as yet arranged for your Summer Studies. Send today for our complete catalog . . also a new booklet which describes fully both the educational and recreational interests to be enjoyed through a summer course at Temple University.

Classes Start July 3rd — **Close August 11th**

TEMPLE UNIVERSITY

Address Office of Registrar. Dept. E

Broad and Montgomery Avenue, Philadelphia, Pa.

MAIL THIS COUPON TODAY

Please send me a copy of your complete Summer Session Catalog, for 1933, also any other information you may have.

NAME.....

ADDRESS.....

Rarely

does so important an event occur in the educational publishing field

Dewey's HOW WE THINK

A RESTATEMENT OF THE RELATION OF REFLECTIVE THINKING TO THE EDUCATIVE PROCESS

To supersede the earlier well-known work as the authoritative statement of Dr. Dewey's educational philosophy. This complete rewriting clarifies, simplifies, and in some cases, revises his former position; it makes further contributions to education which will rank in importance and influence with those he made twenty years ago.

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta
San Francisco Dallas London

For Text or Reference Use

12 out of 60

BEST EDUCATIONAL BOOKS FOR 1932

as listed by the Journal of the National Education Association are Macmillan publications. Six of these were starred as especially useful.

BREWER: Education as Guidance. $2.75.

* HORNE: Democratic Philosophy of Education. $2.50

* WOODY: New Minds: New Men? $4

* GRAVES: The Administration of American Education with Especial Reference to Personnel Factors. $2

RICHARDS: Behavior Aspects of Child Conduct. $2.50.

* RAGSDALE: Modern Psychologies and Education. $2.25

BAGLEY and MacDONALD: Standard Practices in Teaching. $2

* YOAKAM: The Improvement of the Assignment. $1.80

SMITH: Secondary Education in the United States. $2.50

* KOOS and KEFAUVER: Guidance in Secondary Schools. $2.50

ROSE: Teaching Nutrition to Boys and Girls. $2

PEFFER: Educational Experiments in Industry. $1.50

Add these important titles to your library.

They may be ordered from

THE ADMINISTRATION OF PUBLIC HIGH SCHOOLS

Through Their Personnel

By GEORGE A. RICE, *Director of Practice Teaching and Principal of the University High School, University of California;* CLINTON C. CONRAD *and* PAUL FLEMING, *Vice-Principals of the University High School.*

THE most thoroughly practical work of its kind available, this new book will be of equal value as a text for courses in administration or as a manual for the practising administrator. Straightforward, factual, developed in the field by persons actually performing the duties treated, it defines educational procedure in terms of sound practice based on good organization. It is a practical guide for actual school work, defining the responsibilities and duties of each administrator in the average high school. Procedures adapted to actual—not Utopian — school conditions are presented. Pictures, charts, diagrams, appendices full of tabulated information enrich the value of the clear, concise text matter.

Published May 16

VOCATIONS FOR WOMEN

By ADAH PEIRCE, *Dean of Women, Hiram College, formerly Vocational Counsellor, Stephens College.*

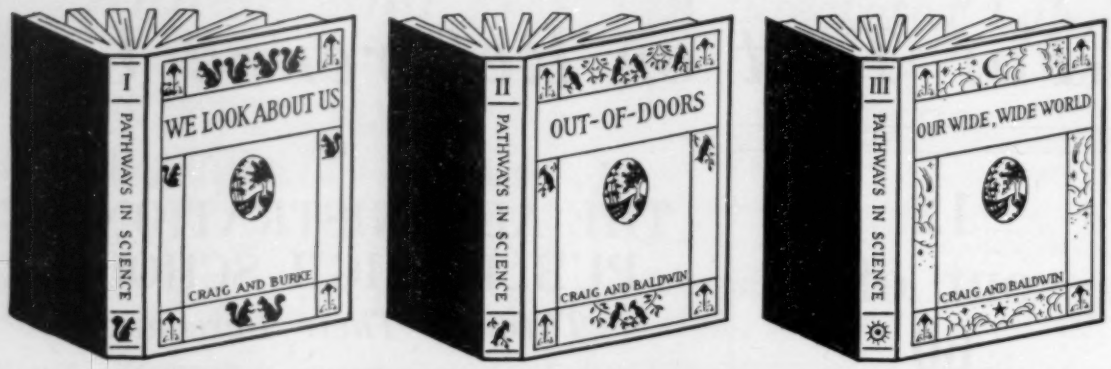
HERE is a guide to occupations for women which will be useful alike to the student in high school or college and to those who stand in an advisory capacity to her. Dividing the women's vocations into five classes: the health vocations, the natural sciences, business, the art vocations and the social vocations (including homemaking); Dean Peirce has made an expert analysis of twenty-nine different realms of activity, discussing the social value, the historical development, and the various demands and rewards of scores of jobs for women. Full of definite information, this book will prove a practical aid in answering the question which confronts every girl in school: "What shall I do to make myself valuable to myself and to society?"

Published May 16

THE MACMILLAN COMPANY

60 FIFTH AVENUE NEW YORK

BOSTON CHICAGO DALLAS ATLANTA SAN FRANCISCO



CRAIG
PATHWAYS IN SCIENCE

THOUSANDS OF TEACHERS

are turning to Part I of the Thirty-first Yearbook for their guide to the "newer science teaching." No series better exemplifies the science recommendations of this Yearbook than Craig's Pathways in Science — a skillfully organized and integrated program in elementary science for use beginning with the first grade. All six books in this important new series are now available.

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to February, 1933, by

ALBERT E. WINSHIP

ANSON W. BELDING, EDITOR

ISOBEL R. LAY, MANAGING EDITOR

Table of Contents

JUNE 5, 1933

A NEW EVALUATION OF EDUCATION 279
By Joseph Rosier

DISCOVERING PUPIL INTEREST 281
By Daniel P. Eginton

DEMOCRACY'S HOPE, THE HIGH SCHOOL 283
By A. L. SAFFORD

THE DECLAMATORY CONTEST 284
By Irl H. Dulebohn

VOICES OF THE PAST 285
By Alberto M. Eldridge

EDITORIALS:—
Strengthen Your Schools 286
Emergency Enterprise 286
No Yardstick Available 286
Now It's "Professor Cooper" 286

EDITOR'S DAYBOOK 287

SO RUNS THE WORLD 287

MENACE OF THE MALADJUSTED TEACHER 288
By Frederick L. Patry

ART IN A NEW HAMPSHIRE SCHOOL 292
By D. W. MacLean

BOOK TABLE 294

THE SCHOOL FORUM 296
By S. Monroe Graves

THE NEWS DIGEST 297

GRINS BETWEEN GRINDS 301

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

Our Bow to Summer

Now the clock of time ticks off for the Journal of Education its fifty-second Annual Summer Number. Do not infer that our magazine is only fifty-two years old. Rather it is fifty-eight and a half.

Our readers, by the way, are splendidly loyal. They stand by us nobly in bad times and in good. And so do our advertisers. If your loyalty as a reader should lead you to study the advertising a little more carefully, both we and the advertisers would be pleased, and you would be rewarded by the information gleaned. In this number especially are many interesting announcements by firms that are right on their toes to help you make your school work more successful.

The Articles

In our opening article, "A New Evaluation of Education." President Rosier, of the N. E. A., writes with characteristic clarity and vigor, giving you a foretaste of what you may expect in his Chicago program.

Next comes a fruitful discussion by Connecticut's Dr. Eginton of "Discovering Pupil Interest."

Follows an able reply to critics of the high school, from Superintendent Safford, of Reading, Mass.

Then, for pure enjoyment perhaps, read Irl H. Dulebohn's "The Declamatory Contest." It may be to chuckle over memories.

"Menace of the Maladjusted Teacher" deals with a serious aspect of the educational problem. Both administrator and teacher will find Dr. Patry's statement useful.

The school at Berlin, N. H. described by Principal D. W. MacLean ("Art in a New Hampshire School") is not neglecting its opportunity to impress the love of beauty.

Between Book-ends

Our Book Table has an extra leaf in it for this occasion. New books you should know about have been coming along faster than they could be reviewed in the usual space. Watch the "Book Table."

THE PUBLISHERS

A NEW SERIES OF FOUR GEOGRAPHIES

OUR WORLD AND OURSELVES

THE study of geography is organized in these books according to the most expert educational thought and made more interesting to the pupil through a rational co-ordination with history . . . and with other matters of pertinent interest. Each book is written in a most engaging style . . . and is supplied with an attractive variety of teaching aids, numerous large and beautiful illustrations . . . and maps that are both graphic and clear.

THE first book, *Our Neighbors Near and Far,* is by Frances Carpenter, whose incomparably delightful and lucid style is well known. Through imaginary journeys to widely contrasting regions, the pupil gets a view of the world as a whole. Price, $0.96

THE plan of the second book, *Our Home State and Continent,* is to provide a special treatment of the pupil's home State followed by an account of the other States by groups and of the other countries in North America. Price, $1.32

THE third book, *Our Continental Neighbors,* by Brigham and McFarlane, covers the study of all the inhabited continents except North America which is given in the second book. The different regions and peoples are treated in accordance with their relative importance to this country. In this book the pupil acquires a basis for the understanding of world conditions and events. Price, $1.52

THE fourth book, *How the World Lives and Works,* is in preparation.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor* ISOBEL R. LAY, *Managing Editor*

Volume CXVI Boston, June 5, 1933 Number 11

A New Evaluation of Education

By JOSEPH ROSIER

President
National Education Association

President Rosier in this article does a fine job of warming up for his big convention in Chicago.

EDUCATION in our country is passing through a period of criticism and in some places of assault. There is nothing new in most of the attacks that are being made upon the schools. Public education from the days of Horace Mann has had its opponents. The enemies of public education today are more vocal because conditions give them a wider hearing. It was inevitable that the economic upheaval should produce confusion in the field of education. The American public school is very closely related to the home and the community. Anything that disturbs or affects the home and community will disturb the school.

Critics of public education find their chief grievance in the increased expenditures. It cannot be disputed that the cost of public education in the last thirty years has increased greatly. If this increase had been an isolated development in public expenditure it would have, of course, merited condemnation. The fact is, however, that all types of expenditure, public and private, have largely increased in the same period. Figures can be produced to show that the increase in the cost of education has not been as great in proportion as the increase in other forms of public expenditure. It can also be shown that the expenses in the field of business and industry increased in a far greater proportion until the depression. It is charged in some circles that the construction of expensive school plants and the broadening of the school curriculum came in response to the efforts of professional educators. Critics should bear in mind that the citizens of communities where modern school buildings were constructed gave almost unanimous approval to such undertakings, and that the introduction of the so-called fads and frills was in response to the demands of parents who desired a more modern type of education for their children. The public school as we have it in this country today is the creation of American parents. The expenditure for the public school in reality is an investment which parents and citizens make in a co-operative enterprise. If the community as a whole does not support the school then parents in co-operative private undertaking must provide education for their children. There can be no doubt about the obligation which parents have for the education of their children. There is the question of whether the wealth of citizens who have no children to educate may be required to share in this co-operative enterprise. Horace Mann announced the principle which I think has been accepted by all sound thinkers that all the wealth of the community and the state should be taxed for the support of schools for the training of future citizens. The principle of public expenditure for education seems to be universally accepted in our country. The extent of that education, of course, is disputed by some. In face of opposition through years of struggle the public elementary school was established, and through another period public secondary education was provided, and in a very wide measure the doors of opportunity have been thrown open for higher education. This is the American system of education.

JOSEPH ROSIER

An Essential Service

Those of us who work in the field of education realize that expenditures must be adjusted to the ability of the community, the state and the nation to pay. We hold that the education of the children is an essential service.

Those communities and states in which the citizenship has reached a large measure of maturity regard the education of children as being of equal importance with food, clothing, and shelter. The Citizens' Conference held in Washington last January announced the principle that in the adjustment of public expenditures the education of children should be classed as an essential service and that expenditures for this purpose should have a large degree of priority. This principle, I think, is accepted by all right thinking citizens in our country who are concerned with the preservation of our institutions and the development of modern civilization. In the light of these principles I again make the assertion that the education of children constitutes a first mortgage on the wealth of the community and the state.

Many attacks on public education are being made in newspapers and magazines and on the public rostrum. These assaults are prompted by various motives. We have the criticism of a group of the snobbishly intelligent who do not believe in the education of the masses. This group regards the great mass of our people as swinish and stupid. They regard the attempt to educate all of the people as a futile effort. This, of course, is contrary to all of the principles of democracy. We have another group in which, unfortunately, may be found some educators who seek the front pages with sensational statements about our systems of education. In this group are the agitators who are continually hunting for some new thing. They, in the course of years, have stimulated the development of the movements which have too often brought reproach upon our educational procedures. A good many articles have appeared in our magazines in recent months which charge that our entire system of education has failed, and that our educational leadership is lacking in capacity and ability. In ordinary times the pronouncements of this group would be received with indifference, but in the days of depression the dissatisfied give them a hearing. We have that very considerable group who are opposed to general public education at public expense. In this group are found those whose children do not attend the public schools, and who believe at heart in class distinctions. In the days of shrinking incomes the members of this group cry out against the expenditures for the education of all the children. Being able to provide through private enterprise for the education of their own children, they lack the spirit of patriotism and regard for the general welfare that calls for educational opportunity for all children. Fortunately for the welfare of our institutions these groups do not constitute a majority of our people. The American public school has become a vital part of our American life.

Comparable to the Best

I do not think public education in this country in the long run will suffer from criticism. If the attacks made upon the schools are sound and true, the organization of education will be modified and changed to meet new conditions. If criticisms are false and prompted by selfishness they will have no effect. Public education in our country in spite of all the shortcomings and weaknesses has produced citizens that have a more intelligent understanding of our modern social and governmental activities. Great masses of our people are beginning to understand propaganda. They realize and understand the movements which are prompted by selfish interests and those which are carried on for the upbuilding and protection of our American institutions. Whatever may be the failures in general public education it can be truly claimed that it is growing increasingly difficult to fool all of the people. I do not think the vast majority of citizens in our country are going to be fooled by the critics of public education.

The educational profession in our country has a great responsibility in this emergency. Fortunately a great profession of education has been developed in the last thirty years. The normal school, the teachers college, and the graduate school have trained thousands of men and women to think and to evaluate all forms of social and educational activities. We may concede that many of the studies in this field have been visionary and futile as critics charge, but the fact remains that education in this country has a better prepared leadership today than ever before, and I claim with assurance that the leadership in education will compare favorably with that in the editorial rooms of newspapers and magazines and in all of the so-called learned professions. In answer to the criticism that academic and professional leadership is impracticable I venture the statement that the educational enterprises of this country have been handled with greater foresight and more efficiency than most of the private business and industrial enterprises. In face of the charge of a recent magazine writer that the educationalists of this country are inferior in training and knowledge, I call upon an intelligent and thinking public to measure the culture and the efficiency of the men and women engaged in education with those carrying on other forms of activity. I proudly claim that the educationalists will not suffer by the comparison.

Confidence During Crisis

There is no doubt that our program of education must be changed and modified to meet the demands of modern life. The public school has always been sensitive to such demands. The schools have not been afraid of making changes. As one of our

critics has said we have adopted and later discredited various principles and theories in education. I think this is an evidence of intelligence among the educationalists. The only way social progress will make headway is through experimentation. This is true in every field of human endeavor. The public school of our country today is a creation of the people who have demanded certain things of it. The public school of tomorrow will be the sort of institution that the people require for the modern education of their children. The educational leadership of this country must analyze and evaluate and preserve all of those educational principles of the past which have been proven sound. It must not hesitate to advance to new fields of study and investigation. The public school of America must be conservative in its practices, but progressive in its ideals. If we as educators are true to the ideals and visions of Horace Mann, and all the great unselfish leaders that have come after him, we may remain calm in the face of all criticism and attacks.

Discovering Pupil Interest

By DANIEL P. EGINTON

Assistant Supervisor in Research and Survey
Connecticut State Board of Education

Real and worthwhile interests are to be sought rather than trivial or artificial ones. . . . . But how?

PROGRESSIVE education is largely an outgrowth of the recognition of the fundamental principle of psychology: *Learning or integration of experiences is most effective when pupils initiate their own activities and feel the need for doing them, i.e., are genuinely interested.* According to Dr. Newlon, "Interest is the glow, the urge to action, that is experienced by one who perceives a goal whose achievement appears significant to him." He further believes the fact: "That so many schools are today centres of highly motivated, eager, happy, and significant intellectual activity must be accredited in large measure to the widespread acceptance of the theory that the work of the school must be closely related to the interests of the learner." Professor Woodward warns teachers by saying: "Unless you can get interest in the system of activities you can accomplish nothing." Those are strong words!

DANIEL P. EGINTON

Unlimited Possibilities

The prime importance of insuring child interest in a series of activities has been wrongly stressed by some who think of pupil interests only as a good means to motivate misfitted, dead, academic subject matter. *There is a grave danger that the importance of discovering and developing interests as highly worthwhile ends in themselves will be overlooked.* Since helping pupils to develop interests is perhaps the most important work schools can undertake, they should be extremely careful to see that, like a tender plant, worthy, potential, real interests are liberated, guarded, and nourished so that they become even as powerful oaks. For example, there is practically no limit to which pupils may develop worthy interests in such fields as the wonders of nature, methods of modern transportation, the nature of American civilization, religion, international relations, poetry, science, the effect of the machine upon man, problems of the modern family, the best kind of music, education and art.

Since there is likely to be a difference between the intensity of the interest of children when school experiences are organized around their genuine and abiding interests, the teacher must use her judgment in determining how long a unit or project may be pursued to the greatest advantage of all the students. When interest begins to lag for the majority, she should either try to direct the work around some activity which has been an outgrowth of the old interest or else start a new one provided there is a shift in interests. However, she should continue to stimulate and guide the desirable interests which her pupils have begun in the first project. She must always recognize the nature of differences of interests of children and remember that "whether it is feasible to build an interest along any given line depends first of all on the native capacities of the person." Interest cannot be forced. Within limits, however, it can be developed as may be implied by Rugg and Shumaker when they describe the teachers in the new schools as "enthusiastic rebels, fiery individuals, untiring explorers of child interests."

In his volume *Foundations of Method,* Kilpatrick states that the

main business of the curriculum is twofold: "First, to know what interests, native or acquired, lie available in the child nature; second, to know how these may be stimulated, guided and directed so as to bring growing." The following is a brief review of some of the most important methods which may be used to discover the genuine and abiding interests of children so that these may be used as the core of the curriculum.

Seven Ways of Exploring

(1) One of the most valuable ways of exploring child interests is that of creating situations in the school where potential capacities and interests, now dormant, may be discovered and given opportunities for self-expression: in other words, to broaden, deepen, and vitalize the activities of the school so that children will experience in more fields than they ordinarily do at the present time. Children must touch life at many places, must try many things in order to explore and discover their interests and talents. For example, to read more children's books; to look at more pictures; to listen to more music; to participate more extensively in the creative arts,—drawing, singing, dancing, writing, acting, and sculpturing; to construct more hand projects; to work more with machines—radio, engines, moving pictures; to offer more leadership in the fields of student government, games, extra-curriculum activities; and, to go more places.

Emphasis, however, should be on discovering interests or activities that are educationally desirable, not because a clever teacher has worked up pseudo interests which will disappear when she is absent, but because they are founded on a genuine and abiding interest. Artificial, extrinsic motivation must be avoided! Thus the major problem facing the teacher according to Dewey is "to find the type of experiences that are worth having, not merely for the moment, but because of what they lead to—the questions they raise, the problems they create, the demands for new information they suggest, the activities they invoke, the larger and expanding fields into which they continuously open."

(2) Many of the real interests of children may be determined by an analysis of the topics they choose for essays; the articles and kinds of jokes which they submit for their magazines; the things which they discuss in their real letters (not the ones written as class exercises for teachers). There is always the danger that only the interests of children who like to write will be discovered in this manner, but nevertheless it offers excellent opportunities.

(3) The incidental conversations of children in the hallways, on the playground, and during recess periods supply many excellent leads to discover topics in which they are especially interested. Even in the artificial environment created by the presence of the teacher and other classmates, many children speak frankly and freely concerning such interests as the things they like to do, the places they like to go, the kind of books they like, their hobbies and the games they like best. With a little practice, an adult may become proficient in detecting the important interests of children as expressed in their rambling remarks. These interests should always be classified and systematically recorded before they are lost. Special forms might be made so as to systematize and reduce to a minimum the labor involved in recording interests in such fields as science, literature, nature, and art.

(4) An analysis of the out-of-school, social activities—church, scouts, gangs, clubs—in which children participate gives excellent insight into some of their strongest interests. The schools should analyze the programs of other institutions so as to profit by both their failures and successes.

(5) Children of various ages, nationalities, and from different social and economic backgrounds may be interviewed individually or given a short questionnaire (interest finder) to discover what their major interests are as suggested by the way they now spend their leisure time; the type of literature they now read; the school work they like best or least; what they plan to do; what they would like to do now in school, etc. There is always the danger of rationalization here. Therefore, the greatest precaution should be taken to word the questions so as to keep rationalizing down to a minimum. It also assumes that the child knows his interest, which is not true in the case of dormant interests which have never emerged because of a lack of suitable stimulation. A questionnaire has the advantage, however, of gathering data so that they are easy to classify for curriculum and instruction purposes and may be studied in detail. Many excellent suggestions also may be obtained by interviewing the parents of children to see what they have observed about their children in the home environment that is not present in the school environment.

(6) Much general information concerning children's interests may be obtained by reading the literature already available on the topic, taking special care to analyze the interests that emerged in the study of various units of work carried out by other progressive teachers, both within and outside the local school system. It should always be remembered here, however, that interests vary considerably from class to class even within the same school.

(7) Another method is to set aside a special place on the blackboard where pupils may go at any time and write down the things which they would like to do and in which they are especially interested. Many teachers have used this method very successfully. A question box also might be placed in the classroom.

Democracy's Hope, the High School

By A. L. SAFFORD

Superintendent
Reading, Massachusetts

Yet high schools are under fire in these times—crazed gunners shooting at their own ramparts.

IN the present social-economic situation in the world, especially in the United States, secondary education is the only agency already set up and going that we might reasonably expect to be able to prepare the youth of today to deal successfully with the problems of tomorrow.

Dean William F. Russell of Teachers College, Columbia University, says in his annual report for 1932:—

"The forked road lies ahead. Down one branch lies the planned civilization autocratically arranged to curb the self-interest of ignorant men. Down the other lies democracy, hoping to achieve the same results by education. Let us hope that we choose the democratic road; that we have the faith that the motives of men can be remade; that more may gain wisdom, and that educational means may be discovered whereby the enthusiasms of our people may be so aroused and their interests so stimulated that competing and getting and winning and defeating will seem small indeed. Then we shall have the wisdom to plan our future. Then we shall have the disinterestedness to avoid war. It will not be a dictator from without (The Technocrat) who will compel us, but rather interest and wisdom from within which shall lead us."

We are in the midst of another constellation of ideas epitomized in the terms: "national economy league," "tax-payers association" and "tax reduction." "Big Business" aims to reduce the taxation of its capital investments when the revenue is to be used for purposes of social welfare. The present phase of this movement is the attempt to take advantage of the psychology of the depression to popularize governmental retrenchment, propaganda for which has been systematically organized and carried on for the past eight or ten years. This movement has focussed much of its attention on reducing the costs of education by discouraging the attendance on secondary schools of all but the specially gifted pupils and by organized and systematic attacks on school costs.

Intellectually Vigorous

Joy E. Morgan, in an editorial in the Journal of the National Education Association, has said this of the high school of tomorrow: "The development of the American high school is one of the major achievements of civilization. The rapid expansion of this school during the past twenty-five years indicates the amazing vigor of the intellectual movement in America. The development of this institution into a community college which will beautify the entire life of the people is one of the challenging opportunities of the next twenty-five years and should help to absorb some of the surplus energy and personnel which is now going to waste in the form of unemployment. During the past three decades the high school has grown in *quantity*—500,000 students in 1900; a million in 1910; two million in 1920; five million in 1930."

Education is being attacked all along the line, from the nursery school to the university, but the secondary school is receiving the brunt of the attack. Yet the youths of today face decisions of the most momentous character. On those decisions depends the future welfare of the world. The secondary schools constitute the main agency by which youth may be prepared to make right decisions based on moral and spiritual values as well as social and economic considerations. In the educational line of battle the secondary schools are the Verdun.

"If I could have my way, I would bring it to pass that the leading citizens of every community would come together and discuss education, not as a political or financial issue, but as one of society's greatest undertakings. I do not believe that the community as a whole realizes its obligations to the schools. If we of the schools have been remiss in not seeing to it that the schools receive adequate public attention, let us resolve today that we will be more active in bringing together the leaders and informing them with regard to the experiments through which we are re-organizing the schools." —Charles H. Judd, University of Chicago.

The Declamatory Contest

By IRL H. DULEBOHN
Superintendent
Bessemer Township Schools
Ramsay, Michigan

This will awaken memories--if, indeed, the prize-speaking ordeal does not still persist in your bailiwick.

THE annual declamatory contest as it flourishes in these parts is the culmination of a short course in forensics that is administered to helpless children every spring as a sort of tonic like sulphur and molasses. The course is supposed to develop a quality known as "Expression," this being a direct and fairly respectable descendant of its ancient and now disreputable ancestor, "Yellocution." Children are permitted when possible and compelled when necessary to memorize a literary selection of some sort; deliver it before their bored and long suffering classmates and to submit to critical and personal remarks like, "Hold up your head, Lucy," "Open your mouth, James," "Stand on both feet, John," and "Don't wiggle so, Mary." These remarks are volunteered by the teacher in the hope of adding facility to the tongue and nonchalance to the manner of stage-frightened, adolescent youth. Sometimes the treatment succeeds. More often it fails—but that is another story. Let us look in on the contest.

It is a gala occasion. The auditorium is comfortably filled—the gallery sheltering an assortment of youth, classmates of the contestants, ready to applaud wildly any offering good or bad. The main floor houses the parents, mostly mothers, confident that her particular Mary or Johnny will win—"or if he doesn't he should because, goodness knows, he's worked hard enough, keepin' me up nights to listen to him and all." The stage shows eight to ten chairs arranged in a semicircle. Soon the chairs are occupied by a like number of contestants, boys in their newest suits and stiffest collars, girls in their party dresses and widest ribbons. Presently the chairman enters pompously, introduces them as future senators and representatives, and announces the first speaker.

The Program Begins

"Somebody's Mother" — the woman is old and ragged and gray and properly tremulous of voice. The gayest laddie of all the troop comes bravely to her rescue, and offers to pilot her across. Evidently the traffic cop is off duty. They start out bravely, but halfway across they almost meet with disaster, from stage fright and passing vehicles. A watchful and humiliated teacher rescues them with a prompting push and they are able to stumble to the other side much to the relief of the audience, which breathes fervent sighs of relief as the old lady voices her prayer of thanksgiving.

"The Rider of the Black Horse" clatters across the stage. Saratoga is won again as the hero falls wounded and bleeding on the field of battle. The audience is properly appreciative of his heroism, and duly enraged as he dies a traitor's death. That is, they are the first time. But by the time the same Black Horse has galloped rough shod through their consciousness for the fourth time the hero evokes only yawns, and the deathbed scene brings only the fervent hope that the traitor will stay dead this time. Why teachers permit half a dozen pupils to select the same blood-curdling story for these events is one of the mysteries that no one has been able to explain.

Then comes "The Lie," creeping, creeping into bed with the poor little chap who invented it in order to save the reputation of his mother, who is just learning contract and is neglecting her household duties. Handkerchiefs are extracted; tears are shed for the forsaken little chap; invectives are framed for the mother when she shall appear. Finally she comes, melts into repentance and sympathy, and the dove of peace descends, presumably for an indefinite sojourn.

The old familiar Message is again delivered to Garcia. The Incident of the Rebellion is reenacted by soldiers who speak as never soldiers spake before. Vest pays again his immortal Tribute to the Dog. The Red Disc flashes out its terrible tale of how an innocent child is compelled to draw the token that sends her poor father to his death. There are others of the same type, but why prolong the agony?

Decision and Aftermath

The judges retire to total their scores and determine the winner. Breathless expectancy seizes the contestants and their sympathizers in the gallery. Parents on the main floor try their best to look unconcerned. The contestants show relief that the ordeal is over and exhibit varying degrees of emotion from that of abject humility to the nonchalance of the Murad advertisement. The door opens and the judges file into the room. The hush deepens. One fond father, unable to restrain his emotion, rises and bows to the judges as they go by with the air of one who doesn't expect his effort to accomplish much, but hopes somehow that it may.

The chairman rises portentously, adjusts his glasses, reads the report of the judges and, after a pause of two or three unnecessary eternities, announces the winners. The gallery grants each a generous meed of applause. The main floor registers approval or disapproval in appropriately inflected "ohs" and "what's." The chairman and the judges are anxious to get away before they can be cornered by angry parents, so the meeting adjourns promptly. But not promptly enough, for here comes Mrs. Gilson, with fire in her eye and belligerence in her manner. The chairman, seeing he is in for an unpleasant session, makes a bold start.

"How do you do, Mrs. Gilson? I thought Mary did unusually well; didn't you? And she took second place. That's fine. Really I——."

"Yes, I did. And she should have had first place, and you know it. Why don't you get some judges that can stay awake? That man sitting next to me was a judge, and he went to sleep, and never even heard Mary. I heard him snore, right in the middle——." The chairman ducks and makes good his retreat. It is bad manners, but good policy. In fact, it is the only thing to do if he wants to reach home that night."

Outside the building a shadowy figure approaches, and a soft voice accosts him. Heavens, can it be another? But no, it is the father of the winner this time, the gentleman of Jewish extraction, who had bowed so hopefully to the judges earlier in the evening.

"Say," says the voice in guarded tones, "I vant you should have a cigar on my son. He von the speaking contest. Oi, Oi, such speaking I did not know he could do." Presently a La Palina, not much the worse for wear, changes hands.

"Vere are you going?" the voice continues.

The chairman, partially recovered from his surprise at this unusual and unexpected display of appreciation and gratitude, replies that he is going home.

"I vant you should come with me for a few minutes up to my house. I vant you should meet my family—and I have something good."

Nothing loath, the chairman, who by this time is too much overcome to offer more than passive resistance, accompanies the proud son of Abraham to his humble home where there is wining and dining far into the night.

Voices of the Past

By ALBERTO M. ELDRIDGE

Principal, Perkins School, Braintree, Massachusetts

As we rode over the national highway on a beautiful day in early spring towards the "clustered spires" of Frederick, Whittier's poem of "Barbara Frietchie" came to us as a voice from the past.

"Up from the meadows rich with corn"

was no longer a thing of the imagination, and we beheld the city of Frederick as it still stands

"Green-walled by the hills of Maryland."

As we neared the old brick homestead of Barbara Frietchie we saw the "stars and stripes" still floating from that little attic window as it did in those dark days

"To show that one heart was loyal yet."

The memory of that "loyal heart" has a great lesson for us in these days of upheaval and unrest. Forces on every side seem to be trying to "trail our educational banner in the dust." How many are willing to be Barbara Frietchies in this war of revolution that is attacking our school systems all over the country?

A little later in the day we rode through the Gettysburg battlefield, and as we gazed on that sacred spot where Lincoln delivered his "Gettysburg Address" we could seem to hear from the lips of the great Emancipator: "It is rather for us to be here dedicated to the great task remaining before us—that from this honored dead we take increased devotion."

If we are loyal to the traditions of Gettysburg, the peace, freedom, and justice which our forefathers strove for will still be preserved and our educational systems will remain secure and we shall emerge from this situation stronger than ever before. And we shall

"Peace and order and beauty draw
Round thy symbol of light and law."

"It is true, as the terrified Technocrats say, that a single turbine now has a capacity of 300,000 horsepower. But it has not a single horsepower capacity for editing a newspaper, or creating beauty, or caring for the sick, or governing a city, or ministering to human souls who are weary and heavy-laden. And all the turbines in the world cannot develop enough horsepower to take the place of a single school teacher. . . . One of the chief ways of escape from technological unemployment, therefore, is to devote an ever-larger proportion of our workers and our incomes to the public schools."—William T. Foster.

EDITORIALS

Strengthen Your Schools

EDUCATIONAL leaders should join with thoughtful citizens everywhere in a sincere and determined effort to strengthen the public schools. To defend the schools is not enough. Defensive strategy is notoriously weak in any contest. Arguments to the effect that the schools are doing a perfect job and should not be criticised will not stand analysis by those who know that the schools are human institutions, no better than the human beings who compose them.

Where schools are weak—in planning or performance—earnest, intelligent efforts should be made to improve them. This may seem an impossible task under existing circumstances. But such circumstances as now surround us challenge the discovery of hidden powers within ourselves.

If the schools are strengthened in their functioning, in their care for the boys and girls, in their ministry to community needs, their would-be attackers will turn away in discouragement.

In short—to cover up weaknesses with words is to invite disaster; but to remove weaknesses by effecting genuine betterments is to build securely for both now and later.

• • •

Emergency Enterprise

THE State of New York puts a high value upon the morale of its citizens. Even in a period of economic stringency like the present, that state finds money to give work and opportunities for self-improvement to thousands.

The Temporary Emergency Relief Administration has allocated upwards of $300,000 to educational projects.

In twenty or more cities, special schools have been opened—daytime schools meeting in borrowed buildings—where free instruction is offered to adult residents from eighteen years of age upward. These schools not only engage the minds of some 20,000 students, but provide professional occupation for a thousand otherwise unemployed persons qualified to teach. These instructors are paid $12 to $15 a week. Courses are supervised by state and local authorities.

Similarly a half-dozen emergency colleges have been established at important centres. In these schools there is no charge for tuition.

This whole enterprise, administered through the Department of Education at Albany, serves in marked degree the needs of population groups which are too generally neglected in this crisis.

No Yardstick Available

SAMUEL ENGLE BURR, in his "Introduction to Progressive Education," declares:—

"To be perfectly fair, the progressive school should be measured in terms of what it claims to do. . . . Obviously, the pupils in progressive schools should be tested for their knowledge of reading, writing, spelling, arithmetic, literature, history, geography, civics, natural science, foreign languages, etc. They should also be tested in their ability to make practical application of this knowledge in actual situations. They should be tested for their ability to use initiative, originality and resourcefulness. Their practical citizenship should be measured carefully. Their attitudes, appreciations, ideas and habits should be critically evaluated. The physical, moral, ethical, social and emotional phases of their development should be weighed and measured in several different ways."

To measure such results plainly requires a yardstick not yet fully available.

Perhaps the choice between the formal and the informal types of instruction will long continue to rest upon opinion, faith, or the individual's philosophy of education—his sense of what is most important by way of preparation for life. Shall the young person be given experience in carrying out a fixed program, including much prescribed drudgery? Or shall he be given experience in dealing enthusiastically with problems that have somehow caught his interest?

The one school of thought worships duty. The other worships joyous effort toward a desired end. Which of the two better equips for life will never be determined by precision instruments.

• • •

Now It's "Professor Cooper"

AFTER four years of fruitful leadership as United States Commissioner of Education, Dr. William John Cooper becomes once more a teacher. His resignation from the Office of Education became effective May 25. Immediately it was announced that he had joined the education faculty of George Washington University.

Striking achievements of his term as Commissioner were his three national surveys—in secondary education, in teacher training, and in educational financing. Dr. Cooper's excellent work as head of American education cannot fail to have a lasting influence. George Washington University is to be congratulated upon its ability to attract his services.

Editor's Daybook

DELEGATES attending the fifth biennial conference of the World Federation of Education Associations, July 29 to August 4, at Dublin, Ireland, will be officially greeted by President Eamon De Valera. Thus an educator will welcome other educators from all quarters of the globe.

• •

A busy superintendent is George Krug, of Troy, N.Y. His success as an organizer and a good fellow causes him to be put on more civic committees than there are evenings in the week to attend their meetings. But he does not neglect the schools. He does a good job for them—daytimes.

• •

One of the best lines in a well-packed radio address by Mrs. Elizabeth Pigeon of the Boston School Committee, on a recent "Our American Schools" program, was this: "It is unsafe to trust the management of our schools to those whose own education has stopped."

• •

May 23 was Editors' Day in this office. Who should call to talk over matters of common interest but Dr. Florence Hale, editor of "Grade Teacher," and a half-hour later Miss Bertha Smith, editor of "The Writer."

You don't have to be an editor to be welcome. As a reader you are invited to drop in and see the city from our windows. Our front yard is Boston Common.

• •

The department of lip reading of the N. E. A. has scheduled an interesting program for July 4, at Chicago. Note the suitableness of that date for a conference on deafness.

So Runs the World

To Batter Down Trade Barriers

Roosevelt Appeals for Peace

Hitler's Words Ease Tension

Japan to Halt Invasion If —

Energizing Tennessee Valley

How Doubt Depression's Exit?

NEXT week in London will convene the long-awaited World Economic Conference. No aloofness on America's part from this important parley! Delegates of this government are Secretary of State Cordell Hull, James M. Cox of Ohio, and Senator Key Pitman of Nevada. Problems of trade and money will be paramount. "You buy of us and we'll buy of you" will be the watchword. Efforts will be made to restore some sort of order and confidence to the demoralized currencies of the nations. All eyes look to the London Conference for removing obstacles to world trade.

• •

Precedent was thrown to the winds last month when President Roosevelt cabled a peace message to all nations. He declared that the United States was ready to enter an agreement which would abolish weapons of offence, reducing armies and navies to a purely defensive basis. He also called for new pledges of non-aggression and for governments putting their heads together when any nation trespasses upon the territory of another. Note that he did not, as some Europeans think, pledge this government to join in war, but only to lend moral force.

• •

For some reason, Chancellor Hitler's speech to the German parliament, the day following Roosevelt's appeal, was less pugnacious than had been expected. Hitler insisted upon equality of arms with other powers, but suggested their reducing to Germany's level. Tenseness in European capitals relaxed when Hitler sat down. "Armies for defence only" should be a help in cutting off the old war dragon's tail behind his ears.

• •

Japan continues to protest innocence in its invasion of China. Japanese agree to halt invasion fifteen miles short of old Pekin—now "Peiping," on condition that Chinese give no further "provocation." Such a pledge is pretty thin. Meanwhile, efforts were being made in Washington to persuade those Oriental belligerents to settle their quarrel around a peace table.

• •

An industrial program of impressive scope and magnitude is starting under federal sponsorship in the Tennessee valley. Chairman of the Tennessee Valley Authority is Dr. Arthur E. Morgan, president of Antioch College. The government's war-time project at Muscle Shoals—resting and rusting since 1919—will become the core of this regional development. Lands will be reforested. Communities will be established. A fifth of a million people will be employed. And electric power will be the driving force.

• •

Nearly all barometers of business now indicate greater activity and a greater amount of hopeful planning than at any time since that year of feverish memories, 1929. A factory worker who had been on part time for months recently was required to work overtime to fill a rush order. "Do I get double pay?" he asked. This seems to confirm prosperity's arrival!

Menace of the Maladjusted Teacher

By FREDERICK L. PATRY
Neuropsychiatrist
State Education Department
University of the State of New York

Here is matter for serious thought by teachers themselves and every one who cares for pupils' welfare.

IN a recent number of "Mental Hygiene" there is reported "A Study of Seven Hundred Maladjusted School Teachers." These teachers became so maladjusted to their social milieu that it was necessary for them to receive treatment in mental hospitals. It was revealed that the number of teachers admitted to mental hospitals is, as with other segments of the population, on the increase.

Statisticians estimate that 4 per cent. or 1,000,000 of our twenty-five million children now in school attendance in the United States will become patients in mental hospitals sooner or later unless mental hygiene precautions are taken. One out of twenty-five persons born will eventually suffer a mental breakdown. In every seventh family in the United States there is a member suffering from a mental illness. But the encouraging aspect of this problem is that 10 to 50 per cent. of mental disorders are perhaps preventable.

Individual Differences

Professor G. L. Hilleboe of Columbia University recently reported the results of a survey he made of school children in eighteen cities and three states. He found that 11 per cent of the school population deviate so markedly as to make provision for their education necessary in special classes. Forty-six per cent. of the school population require remedial treatment in regular classes because of deviations.

Perhaps no fact of greater significance has been brought home to the educator in the past twenty-five years than that of the tremendous importance of individual differences. Thorndike has axiomatically expressed this fact as follows: "The only way in which we are all alike is that we are all different." Now the differences do not only apply to the intellectual ability of the individual, as some educators are prone to think, but to all levels of biological integration—intellectual, emotional, temperamental, physical as well as social adaptability and constitutional or ingrained tendencies or predispositions.

With the exception of the lowest portion of the curve of distribution of our school-age population, that 2 to 8 per cent. segment which is so defective mentally or physically as not to be able to profit by present-day school instruction, a benevolent democracy has placed upon our schools the responsibility of shaping its facilities, or creating them, to meet the capacity and needs of all children.

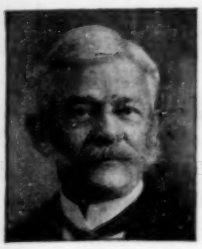
Kinds of Intelligence

Goddard has told us that 10 per cent. of school children can go no further than the fourth grade; 15 per cent. can complete fifth grade work; 45 per cent. can do average work; and 30 per cent. can go faster than average. Studies by Ayres and Thorndike show that over 80 per cent. of the pupil population is eliminated before graduating from high school. Terman states that it is not uncommon for one-third of the pupils to drop out before finishing first year high school. Other investigators have shown that 15 to 20 per cent. of our boys and girls are leaving schools inadequately prepared even for the humblest occupations.

We have only recently begun to realize that there are perhaps several kinds of intelligence. The traditional school has chiefly concerned itself with the abstract variety. The efforts in the direction of vocational education the past twenty-five years have encountered great odds notwithstanding the fact that Stenquist has shown that 20 per cent. of pupils who are below average in general abstract intelligence are above average in the kind of ability required in four mechanical tests. The fact that 25 per cent of our school population can proceed no further than the fifth grade in traditional school subjects obligates us to provide prevocational instruction and facilities for them. We also need more vocational schools for those manually-minded persons who have ingrained aptitudes and interests for working with concrete projects and yet are of average or above average in general intelligence. One of our most urgent needs today is that of more and better facilities of the junior and senior vocational type for the "non-academic" pupil.

There is a gradual evolution in education today which is taking cognizance of the facts of individual differences in the child's emotional and temperamental endowment. It is common knowledge that many of our students are mature intellectually, but are emotionally unstable, infantile, or immature. We must recognize that individuals vary in their ability to stand stress and strain; that mal-behavior is frequently a symptom on this basis.

Dr. Grace E. Bird, of Providence, R. I., found that 30 per cent. of healthy, 100 I. Q. pupils, aged four to six, showed habitual personality handicaps that interfered with learning, and thirty-seven per cent. showed less severe



Here is Economy simplified
Here is Relief to the Taxpayers
Here is your Answer to "Book Replacements"

A Rugged, Durable Holden Book Cover!

The Foundation of Our Children's Education

is laid on TEXTBOOKS — and to receive the best service from the books — to keep them clean and presentable and to strengthen their bindings to provide for 100% longer use

HOLDEN BOOK COVERS

have proven themselves to be a Necessity in the Schoolroom.

School Officials are awake to the Need of "Quality" and the Holden Materials made of special, woven fibers provide the Wearing Quality necessary to

DOUBLE THE LIVES OF THE TEXTBOOKS

and thus Save Money by Saving large numbers of books from being discarded.

FOR INSIDE REPAIRS OF BOOKS

broken or weakened bindings, loosened or torn leaves

the HOLDEN REPAIR KIT
Placed on EACH TEACHER'S DESK

costing $1.00 each WILL REPAIR $100 worth of books for one year.

SAMPLES FREE.

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President *SPRINGFIELD, MASSACHUSETTS*

affective disturbances. Shyness, teasing, showing off, strong preference for or prejudice against some individual teacher, were among some of the difficulties. A loss of 50 per cent. in achievement was shown between the best and the worst third of the hundred children studied. Marked improvement of their learning followed redirection of these children's trends.

Preventable Conditions

Educators are just beginning to recognize the significant relationship between educational problems and failure, and emotional problems and failure. We must frankly face the fact that misfit children are to a very large extent the result of misfit curricula.

Now what can the psychiatrist do to assist the teacher and administrator in lowering the incidence of maladjusted school children and teachers, and what is more important, how may such unhappy and costly conditions be *prevented?*

The psychiatrist is first and foremost a physician, who by virtue of special training and experience is prepared to treat a person on all levels of biological functioning — physical, intellectual, emotional and social. He concerns himself with the functioning of the whole individual including his social and environmental relationships. He is not only concerned with mental disease or defect, but with all types of mental disorders or maladjustments whether they are the result of diseased or defective bodies or brains.

Finding the Source

If one were faced with the problem of eradicating a waterborne epidemic of typhoid fever, he would systematically strive to discover the source of pollution. The first essential in such an investigation would be to ascertain if the origin of the water supply were contaminated.

The sources of our teacher supply are the teacher-training schools and colleges. Here is the crucial place of attack in developing a more wholesome type of personality in teachers.

Having corrected, or favorably modified, possible sources of contamination at the head of the stream, our next task is to examine samples farther down the river. What sort of teacher have we in full harness?

Realizing that children unconsciously pattern their lives after adults, especially those who are in intimate daily contact with them and hold positions of authority, respect and love, are teachers cognizant of this fact to the extent of exemplifying their optimum emotional and social poise in their everyday classroom experience? What is the effect on pupils who are forced into intimate daily contact with teachers who have not only distorted ideas toward life, but who lack in sympathy, friendliness and keenness of perception in recognizing early danger signals of strain in adaptation to school? What effect has the teacher in suggesting unwholesome attitudes, opinions, emotions and morbid pre-occupations through lack of self-control, self-possession or uncritical reactions, expressed or implied?

To be more specific, and to dispel any ideas you might have as to the reality of this problem, may I mention a few remarks made by school teachers to pupils during the past two weeks. These were reported to me by a school superintendent whom I recently visited. This example will serve to emphasize the inadvisability of using negative measures in "conduct control," especially the emotion of fear. A few of these actual expressions of teachers are: "Dumb-bells," "I hate these brats," "You should be spanked," "I am bringing down a kleptomaniac," "You are numskulls," "You should be horsewhipped," "Use of dark closet," "Telling of the horrors of diphtheria," "Take off your rubbers or you will get a headache," "If you are not good you will be put back in the kindergarten," and so on.

These samples certainly reveal the need of positive teaching and methods of conduct control. To be sure our teacher-training schools stress the importance and desirability of positive attitudes and a constructive, cheerful classroom atmosphere. How easy it is to allow the emotional and prejudicial side of life to override our critical common sense!

Faults in Disposition

May I further bring to your attention some "sins of the disposition" which various school superintendents reported to me during the past two weeks concerning school teachers. I mention only a few:—

1. *Self-centredness.* The teacher who lacks the ability or willingness to see things, dispassionately, objectively, from the other person's point of view. Everything is interpreted from her own angle.
2. *Self-satisfaction.* Such individuals lack a desire to improve themselves professionally or socially. They feel self-sufficient and display a bumptious attitude.
3. *Unnaturalness.* There is a tendency for some teachers to be too self-conscious of their position. This may feed on the erroneous conception that to be respected one must hold herself aloof.
4. *Mental dishonesty with themselves and others.* The word dishonesty is not used in an antisocial sense, but connotes an unwillingness to face present facts of reality; a lack of desire to accept one's limitations and inadequacies, and to attempt to overcompensate for them to the extent of trying to give the impression that one knows more than she does; a tendency to evade or smooth over difficulties and procrastinate rather than deal squarely with the now and here.
5. *Lack of a sympathetic and friendly attitude and man-*

Spread before you

fortnightly on the "BOOK TABLE" is our choice of the books you need to know about.

The book reviews of the Journal of Education are thoughtfully prepared, pointedly phrased, always dependable. This justly famous feature has helped the magazine reach its dominant position in the educational book world.

This is Policy Placard No. 4

Journal of Education

6 Park Street

BOSTON MASS.

THE EDUCATION OF SHAKESPEARE

By GEORGE A. PLIMPTON. $2.00

This illuminating and interesting volume is based upon the unique collection of early schoolbooks in the possession of Mr. Plimpton, and is illustrated with numerous facsimiles. Endorsed by Nicholas Murray Butler, William Lyon Phelps, and many other prominent educators and reviewers.

Descriptive circular on request from

OXFORD UNIVERSITY PRESS

114 Fifth Avenue - New York

The Moorings

An ideal country home with water front on beautiful Southwest Harbor, Maine. One acre of land, fine house with living room 20 x 30, dining room, kitchen and pantries. Six bedrooms, two baths, ample closets and storage rooms. Small garage, well-grown evergreen planting and other shrubbery.

Because the property is involved in the settlement of an estate it is offered at $15,000, which is an exceedingly low figure.

LOUIS F. BURKE, Administrator

345 Hillside Place, South Orange, N. J.

Jimmy Chew **and Dr. Ferguson . . .**

they're going to be at the Dental Exhibit in the Hall of Science at the Century of Progress. Don't miss them. We're told there is to be no end of things to do and see at the Dental Exhibit. And what interests us is all the exhibits which indicate in this day of soft food that people need to give their teeth more chewing to do. Just hear what Jimmy Chew has to say about this. Also let us remind you that research points to the fact that chewing gum 5 or 10 minutes after two meals a day helps lessen tooth decay. There is a reason, time and place for chewing gum.

Four Factors That Help Teeth Last a Lifetime are Proper Nutrition, Dentist's Care, Personal Care and Plenty of Chewing Exercise.

© Dr. Harrison W. Ferguson's Toothland Puppet Show. Reprinted by permission.

Forward Looking

business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers

N-14

ner in dealing with others. As one superintendent said: "All the really big people I have known are humane, kindly disposed, friendly, thoughtful and considerate of others." The unfeeling person is apt not to recognize or brush aside the little bubbles in a child's life. She fails to be ever watchful for the budding symptoms of strain, difficulty, the misty eye, the changed intonation, or the flushed cheek. Such a person lacks sensitiveness to the other person's desires, aspirations, prerogatives or possibilities. Results may be obtained in the form of "marks," yet her formal, stiff, pedantic manner, at times concomitant with using a "club" to get content across, may effect havoc in the lives of her charges through the emotional strain involved.

6. *The teacher who inhibits pupils rather than draws them out in a positive manner.* Such a teacher tends to overdominate the situation rather than gain active co-operation. Instead of shaping opportunities for her contacts to flower out and develop and express their personality, such a teacher wipes out confidence or belief in herself because her approach inhibits rather than gains rapport and a welling up of a positive reaction.
7. *The teacher who is unable or unwilling to take criticism from her colleagues or superiors.* Such a person often overrates her own ability or is handicapped by egotistical and supercilious attitudes. It may be a defence reaction toward real or imagined inferiority.

What has the psychiatrist to offer by way of constructive synthesis, the building up of well integrated personalities?

Teachers should mull over the general formula: "Know yourself, accept yourself, be yourself, and actively put forth a willing effort to improve yourself." Then have a "Truth Party" with yourself and few of your best judges and friends. Next critically enumerate and evaluate your assets and liabilities in all spheres of functioning—physical, intellectual, emotional, temperamental, and social. Then subdivide your liabilities into those which have "To be accepted" and those which are "Modifiable."

Art in a New Hampshire School

By D. W. MacLEAN

Headmaster, High School
Berlin, New Hampshire

Miss Kelly's boys and girls have eyes open to the pictures Nature has hung around them.

THE school has two missions —the one, to prepare a student for a normal place in the economic world; the other, to direct the student to the arts and other learning so that he may enjoy life in a thoughtful way.

In our school we give many opportunities for blending arts with daily life by creative work on the part of teachers and students, and through the cultural interest in the school of a generous family living in Berlin.

The head of our English department (Miss Eve Kelly) wrote a one-act play in which nineteen of the English classic writers appeared on the Immortal Plane in comment on the reception given their ideas by the world of today. This play was performed before students, teachers, and parents.

In order to acquaint the sophomores and juniors with the pictures and the names of the works of these nineteen creators of English literature, Miss Kelly wrote a first act in which charcoal sketches of Dr. Johnson, Keats, Shelley, Byron, Elizabeth Browning, Charlotte Bronte, Swift, Burns, George Eliot, Goldsmith, Wordsworth, Jane Austen, and Thomas Hardy were hung on a wall to simulate an art gallery. Six senior girls then conducted a make-believe tour through the National Portrait Gallery in London, commenting on the works of each writer as they viewed his picture. The sketches had been copied from photographs of paintings in the National Portrait Gallery in London. In this way the students gained a personal interest in some of the world's masterpieces. Those who appeared in the roles of the Immortals in the second act copied the clothes and hairdress of the pictures, thus gaining a knowledge of the styles of clothing during four centuries. Many costumes were made by girls who did not otherwise take part in the project.

A primary teacher in the system trained four high school boys of the Mechanic Arts department for a period of three weeks. During that time thirteen large-size charcoal sketches were made.

This particular project has done more to create a live interest in Shakespeare, Dr. Johnson, Keats and Shelley, and the others than any amount of classroom talk or reading. The Immortals whose thoughts they are reading on the printed page look down from the walls of the English literature classroom.

Students appreciate the charming atmosphere of Miss Kelly's classroom. Boys of the different athletic teams take the boys on the visiting teams into their English room to see the charcoal sketches made by their own classmates.

Color banishes the drabness of the classroom. On the blackboard panels over the cloak recess are illustrations of famous and original poems done in crayon by a former senior. Under these crayon sketches are large cards on which are printed the verses which have inspired the pictures. These have been printed and inked by senior boys. Beneath these and concealing the wraps are India prints in yellow and green.

No Arts Neglected

In addition to creative writing and acting and the study for appreciation of literature, grammar, business and social letters are not neglected. Every student has a regular business file in which all his written work is kept; each division of the senior class has its own file. The mechanic arts boys made these files in the woodworking department. Another group of boys from the same department designed and constructed an attractive open bookcase. They mixed paints until they got the shade of green voted most pleasing by the class. Books, brass candlesticks, and bowls of flowers give bookcase and desk a charming living-room appearance.

None of the arts are neglected by this teacher. On one of the side-blackboards may be seen the names of the most distinguished actors and actresses of the American theatre of today. Some have appeared in modern productions of the Shakespearean plays being studied for the first time by the class. The "Theatre Arts," the "Stage" magazine, Eva Le Gallienne's Civic Repertory program and others fill this theatre corner. Such planting bears fruit both in the enjoyment of the students later in life and on vacation visits to Boston and New York.

No opportunity of pointing to sources of mental stimulation is overlooked. On the chalk-trays of the blackboard, like a garland of color, may be found all the outstanding current magazines.

A Fortunate School

Our setting is particularly fortunate. The schoolhouse is situated near the foot of Mount Forrest, and looks away toward Mount Washington and the Presidential Range on the southwest, to Goose-Eye Mountain on the northeast, and for those classrooms on the northwest there are the purple hazes of Mount Jasper.

A wealthy philanthropist, the late William W. Brown, gave to the Berlin Senior High School plaster casts of many of the world's famous statues, friezes, and reproductions of several famous paintings. The larger pieces are placed on wooden bases, designed, constructed, and painted by the boys of the Mechanic Arts department—a lovely Thalia adorns the east lower corridor, a copy of the Henri Chapu "Joan of Arc" is a monument to peace and vision in the north lower corridor. "Venus Genetrix," "Minerva," "Hebe," and "Diana of Versailles" perpetuate the fruits of the glamorous imagination of the Greeks and Romans. These are copied from the originals, which may be found in the Vatican and Louvre. There are also Michael Angelo's "Moses," "Holy Family" and "Madonna and Child." Friezes on the walls of the corridors carry on the gallery idea. In the music room there are Beethoven, Wagner, Bach and Mozart.

This year, Miss Kelly has assigned a particular statue such as "Minerva," "Joan of Arc," for a study of the history, meaning of the symbols, and the stories of mythology and literary allusions that cluster around the particular god or famous person. The class is taken on a tour through the corridors, stopping before the statues for historical talks on that particular statue, thus correlating the two arts. Information is being stored away for a trip in the years to come to the Louvre and Vatican. Miss Kelly is planning to have the students incorporate these talks into story form, then to have them printed in pamphlets by the boys in our own print shop.

Art has come from the spirit of man. I feel that education, without the spirit of kindness, generosity, tolerance and harmony is equipping the individual only with power to compete economically with his fellow man. I feel that the artistic type of teacher stimulates the greatest development in the pupils under her direction. She gives an opportunity to all the children of all the people to obtain a full training in order that they may appreciate and enjoy their leisure.

"If the political and economic leaders had followed the teachings of the schools, we should not be in our present difficulties. The schools never taught war, they taught peace; the schools never taught extravagance; they taught thrift; the schools never taught disregard for law, they taught respect for law; the schools never taught national isolation and selfishness, they taught international participation and co-operation. Now the people, as they strike out blindly to save themselves from economic disaster, are about to wreck the schools as if that would accomplish their end." —Lotus D. Coffman, president, University of Minnesota.

BOOK TABLE

"All the known world, excepting only the savage nations, is governed by books."—*Voltaire*

Life History of Words

PICTURESQUE WORD ORIGINS. From Webster's New International Dictionary. 134 pages. Springfield: G. & C. Merriam Company.

Every word story in this fascinating volume makes the reader eager for another, and wish at the end it were five times as long. Some English words have come through four or five languages. Sometimes the meaning is but little changed; more often the changes are extreme, and accountable only as the effects of convenience.

There is universal delight in tracing words to their origins. But let us sample a few of special interest to Journal readers. "Pedagogue" is derived from two Greek words that meant a slave who escorted his master's son to school. In time the attendant became the tutor, finally the teacher in the classroom. "Salary" meant a Roman soldier's salt money, not his pay in full. To "record" was once to learn by heart, and comes from *re-*, "again," and *cor*, "heart." "Candidate" meant "one clothed in white," because in Rome a man campaigning for office was so dressed.

At the end of the book are given derivations of names of flowers, birds, animals, gems, and textiles. The type is comfortably legible, and each word treated appears in red, making an attractive two-color page. There are forty-five illustrations by Louis Szanto.

Modern, But Not Extreme

"LA LANGUE FRANCAISE," By Charles J. Drapeau, director of French for Junior and Senior High Schools, New Britain, Connecticut. Illustrations by Maurice Berty. Cloth. 340 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

The author has employed the direct method, somewhat modified in favor of the traditional formal method of linguistic teaching. The volume has a decidedly French atmosphere. Most of the directions to the learner, and all the counsels to the teacher, are in French. In a book of convenient size have been assembled not only the grammatical rules and exercises usually found in a first book, but also the reading material which must often be sought in separate texts.

Combining the newer methods with the older, this elementary French book strikes a pathway of its own which promises pleasurable adventures in learning and a commensurate amount of accomplishment in mastery of the elements generally prescribed for the first year's work in French.

Necessities of Life

BIOLOGY AND HUMAN WELFARE. New Edition. By James Edward Peabody, Morris High School, New York City, and Arthur Ellsworth Hunt, Manual Training High School, Brooklyn, New York. Cloth. 658 pages. New York: The Macmillan Company.

A silver thread of purpose runs through this introductory textbook in biology. Not biology for its own sake, or as an aggregation of facts, but biology as it affects human beings, this is the guiding thought from the first page to the last. The book is well organized. It awakens and holds the interest. It provides experiments which are simple, clear, and likely to impress the principles they prove.

Illustrations are plentiful and intriguing. They aptly supplement the reading matter.

A course in elementary biology under a good teacher and with this book as a basis of study, should be one of the most rewarding investments of time made by pupils in the secondary school.

Cutting Down On Salt

Suppose a family's budget for food looked like this:—

Meat, per month.....	$12.00
Milk, per month.....	5.00
Groceries, per month....	35.00
Salt, per month.....	.10

What would you think of the brains of the head of the house if he said: "Strict economy being necessary, let us cut down on salt"? But to cut down on the relatively tiny amounts a community spends on its public library service is to cut down on the intellectual salt which gives savor to most of life; which brings out the flavor and the meaning of many of life's happenings; which, especially in times of material hardship and privation, can do more than any other factor to make life palatable. Don't cut the salt out of your budget!—Dorothy Canfield Fisher.

English for Everyday Use

JUNIOR ENGLISH IN ACTION. Book I. By J. C. Tressler, Richmond Hill High School, New York City, and Marguerite B. Sheldmadine, Jefferson Junior High School, Rochester, New York. Book II. By J. C. Tressler and Marguerite B. Shelmadine. Book III. By J. C. Tressler. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This three-book series for junior high schools shows every sign of being written by teachers who know how to make English a live subject. The word "action" in the title is by no means accidental. On page after page English is related to daily experiences of boys and girls. A hundred different situations are shown in which one needs to speak or to write effectively and correctly. Grammar and composition are no mere formal and formidable tasks to the learner who uses these texts, but aids toward definite, desirable goals.

But—shades of our ancestors! Glance at Book Three! Imagine a manual of English having as its frontispiece a picture of a real youngster, labeled "Atta Boy"! If that doesn't disarm suspicion at the outset, what could? Yes, these books should "stimulate, entice, and help young people to live on paper and in speech."

The Place of the Dance

DANCING IN THE ELEMENTARY SCHOOLS. By the Committees on Dancing of the American Physical Education Association for the years 1931 and 1932. Paper. 134 pages. New York: A. S. Barnes and Company, Inc.

About the familiar forms of dancing abundant material has been written, but about the place and function of the dance in physical education, very little can be found in books.

Hence the Committees on Dancing of the American Physical Education Association have done well to produce this printed report dealing with the rhythmic activities belonging in the elementary school. This volume should help integrate the thinking of many persons who instruct children in this form of expression without quite knowing what it is all about.

Chapters by various writers comprise these topics: Objectives for Dancing; Methods of Teaching Dancing; Survey of Dance Activities; Correlation with Other Activities; Dancing for Boys; Rhythm; Accompaniment; Dancing in Physical Education; Dancing in Teacher Preparation.

The Art of Study

STUDY READERS. Books 4, 5, and 6. By Albert Walker and Mary R. Parkman, both of department of English, James Ormond Wilson Teachers College, Washington, D. C. Cloth. New York and Chicago: Charles E. Merrill Company.

A greatly-neglected field has been that of teaching how to study. "Study Readers," originally published some nine years ago, were a pioneering adventure in the production of books intended to guide elementary pupils in the art of studying. How needful such guidance is can be appreciated by every one who has witnessed the stumbling efforts of most children. Only a few acquire the art.

Books 4, 5 and 6 of the "Study Readers" are now available in revised form, embodying changes which have grown out of experience in the use of the earlier volumes.

For each of the three books the general plan is the same. The material and methods of treatment are modified to suit different grade levels. The pupil is led to ask questions; to think; to plan; to master a vocabulary; to read quickly — in fact, to gain insight into the meaning of study, and to form habits of successfully utilizing printed material.

The books are interesting as readers, apart from their distinct purpose to cultivate the faculties of study.

Attractively printed and illustrated and ably written, these texts serve a decidedly worthy end. The effectiveness of our schools could, in general, be vastly enhanced through extensive use of such manuals supplemented by such hints as only the teacher in person can contribute to the growing mind of the learner.

Functional English

CORRECT ENGLISH. Introductory Course. By William M. Tanner. Cloth. 562 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus and San Francisco: Ginn and Company.

Grammar for its own sake has ceased to be reverenced in the modern school. Instead, only the amount of grammar is now taught which will be helpful in enabling the pupil to speak and write clearly and in good form.

The Tanner texts bearing the title, "Correct English," are well designed to fulfill this newer and more practical purpose. In the "Introductory Course" here reviewed the pupil is led to understand why he should master the rules of language. He is given abundant material for practice. Exercises are so divided that lesson assignments may be varied in quantity to suit individual needs. Tests and reviews are freely interspersed.

Every Day in Books

By John A. Holmes

Every day in books
Rip Van Winkle lies asleep.
Moby Dick patrols the deep
Every day in books.
Tall the windmills turn in Spain,
Where, across an empty plain,
Rides the rusty knight in vain,
Every day in books.
Falstaff laughs, and Hamlet dreams;
Camelot is all it seems;
Kubla Khan in Xanadu
Hears the river running through,
Every day in books.
And Marco Polo sails away,
Mr. Pickwick says his say,
Troy is falling every day,
Every day, in books.
You can pass, and I can pass
Toward them through the Looking Glass
Every day, in books.

—*London Saturday Review.*

In addition to the material in grammar, the Introductory Course contains a wealth of suggestion and of guidance in the field of creative composition. This work is made to dovetail with the everyday life of the high school student, what he sees and what he experiences.

The Introductory Course is a revision of the "First Course" by the same author, and has been somewhat simplified.

A feature is the use of cartoon illustrations to aid in fixing certain usages in memory.

"Correct English, Introductory Course," represents an improvement upon a text already highly esteemed by many discriminating teachers.

Elizabethan Schooling

THE EDUCATION OF SHAKESPEARE. By George A. Plimpton. Illustrated. New York: Oxford University Press.

The author of this beautifully made book has drawn on his collection of early school texts to present a scholarly view of the material that was available for Shakespeare's education. No one can be entirely certain what books the schoolmaster at Stratford-on-Avon used for his pupils. But Mr. Plimpton is able to provide abundant facsimile reproductions of the quaint primers, dictionaries, rhetorics, and catechisms; the books on penmanship, logic, and arithmetic; and the editions of the classics that were used to prepare Shakespeare's contemporaries. Greek, Latin, and the New Testament were the foundations of learning, apparently, and in spite of Ben Jonson's famous comment on Shakespeare's learning, the average Elizabethan schoolboy knew more of the classical languages than the average college graduate of today.

The chapter on "Teachers in Shakespeare's Day" discusses the theories of seven of the great educators of the time, among them Roger Ascham and Sir Thomas Elyot. These men were very specific in their programs. They had in common the intention of outlining a course of training that would fit a prince for his duties or a priest for his church; other children could imitate that training with profit. Corporal punishment was an important part of educational theory. So, too, was physical exercise. As for women, "very little learning was enough."

By generous quotation Mr. Plimpton has shown us what was between the covers of the Elizabethan schoolbooks. He makes little claim that Shakespeare actually studied from all or any of them, though he does quote references to schoolbooks occurring in the plays. He believes, however, since a very thorough mastery of the classics was the ordinary equipment of an English boy, that Shakespeare's brief schooling must have resulted in more learning than he has been credited with. The publishers and authors of current texts, the educational theorists, and Mr. Plimpton's fellow book collectors, will all want to read it, and all will find it delightful and informative.

Bookkeeping Up-to-Date

FUNDAMENTALS OF BOOKKEEPING AND BUSINESS. By Charles E. Bowman, Temple University, Philadelphia, and Atlee L. Percy, Boston University College of Business Administration, Boston, and Frederick G. Nichols, Harvard University, Cambridge. Cloth. 316 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

An earlier text by the same authors ("Principles of Bookkeeping and Business, Elementary Course") has here been extensively revised. Not only has it been brought up to date as regards the best practices of business, but improvements in the technique of instruction have been incorporated in this volume. Many suggestions made by teachers out of their experience with the former book have been adopted in the re-casting.

The pupil is introduced rapidly to the subject in hand. He is given abundance of material for drill. He is led, by clear explanations, to understand basic principles.

The text is both a vocational handbook in the art of keeping accounts and an introduction to the realm of trade and industry.

This excellent book is an important addition to the equipment available for commercial classes.

THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

College Credit for High School "P. G.'s"

THE number of post-graduate students in the high schools has increased tremendously. The economic situation, of course, has been the principal cause. Boys and girls who under usual conditions would have been able to secure work have found no places open to them and so have returned to school. Similarly also due to the economic conditions, certain pupils have left private schools and are completing their college preparation either as under graduates or as post graduates in the public schools. Still a third group of young people already well prepared for college but unable to begin their college work because of financial reasons have decided to stay on in the public high schools waiting for the time when the economic situation shall have changed for the better.

It thus happens that the public schools are obliged to carry a much heavier teaching load. One problem before the American high school teachers at the present time is to decide what type of course and what methods of instructional procedure it is best to follow with the post-graduate classes. If a student is well prepared for college and simply cannot enter because of financial reasons, it would almost seem as if the extra year or years of post-graduate work are wasted time if the individuals taking this post-graduate work are unable to receive any credit toward their collegiate academic degree. A student who expects to enter college having had a year of post-graduate work in high school, will be able to do the college work with less exertion because much of the work of the first year in college may have already been covered in the year of post-graduate study in the high school.

It seems logical that an approach may be made to the colleges to see if they will give credit for the advanced post-graduate study taken at the high school after regular graduation, that is, if the high school student himself has completed his preparation for college admission.

It would be economically helpful to the college from the standpoint of the increase of admissions, at this particular time when some of the colleges are not crowded, and when some of them do not have their usual enrollment of students. The giving of credit for the post-graduate work in high school would encourage the pupils to go on with their college education after their year of graduate study at the high school; whereas if they could receive no credit for such year of post-graduate study, they might become discouraged and become a loss to the college group. It would not be desirable to set up any additional machinery for carrying out this suggestion. No encouragement would be given to high school graduates to continue their post-graduate work when in any instance the individual was able to go on with his college work. The suggestions made are only for those pupils who find it absolutely impossible to enter college at the present time, and who, even in the future, will find their financial status somewhat of a handicap to the completion of their college work. The institutions of college grade which agree to consider the proposition could make up a visiting and advisory committee to confer with the public school teachers and survey the courses, the methods of instruction, and even the qualifications of the instructors.

There is going to be and even now is a very careful scrutiny on the part of the public in reference to college education as well as to public school education. The public is very much interested to know if everything is being done that can be done in adjustments. A new attempt by any municipality or any college institution to solve this problem may very well serve as an example for similar attempts by other institutions.

Question—Should post-graduate study be reorganized?

Answer—Yes, in so far as it is not contributing to future needs of the pupils concerned.

•

Question—For which group may reorganization of post-graduate work be especially desirable?

Answer—For that group which is ready to enter college but which cannot enter while the present economic conditions prevail.

•

Question—How may the post-graduate courses for such students best be changed?

Answer—By reorganization of such courses and by changing them if necessary so that advanced college credit may be secured.

•

(Continued on Page 302)

The News Digest
OF EDUCATION

Personality Now Taught Girls in N. J. High School

HASBROUCK HEIGHTS, N. J.—Realization of the need for social acceptability and a knowledge of how to attain it are the aims of a course for girls in personality development that is being offered at Hasbrouck Heights High School.

Two groups of about fifteen girls each from the tenth and eleventh grades are taking the course instituted by Clarence C. Hitchcock, supervising principal, under the direction of Miss Mildred Holden. Each class devotes one period a week to the subject, keeping notebooks and making use of lectures, demonstrations and general class discussions.

Describing it "as typical of our more practical courses in the high school," Mr. Hitchcock has outlined the course to the Board of Education as follows:—

The Girl of Today—Study of the appearance and clothing, including choice according to type and occasion, basic principles of dress, accessories and undergarments; care and repair of clothing, color of various types of clothes. Study of social acceptability, including voice, speech, and conversation, and conduct at home, at school, and in public. Study of manners and customs in the social world, including introductions, general etiquette, correspondence, table etiquette, and dance etiquette.

The Girl of Tomorrow—(a) The college girl; preparation, work, life and attitude toward life. (b) The business girl; appearance, success, and opportunities. (c) The homemaker; budget planning, meal planning, acting as perfect hostess and perfect guest. (d) The citizen; qualities, citizenship in school, privileges and duties of a citizen.

Payless Day For 600 Teachers

QUINCY, Mass. — Approximately 600 school teachers in Quincy experienced a payless pay-day recently because the school committee refused to accept the $1,000,000 budget proposed by the city council. The committee refused to accept the $278,000 reduction for more than a month on the ground that salaries in the department alone total more than $1,000,000.

YOUNGER TEACHERS NEEDED TODAY

Educator Declares Older Instructors Should Be Retired; Multiple Jobs Assailed

NEW YORK.—The need for "new blood" in the teaching profession, and for removing obstacles which have prevented appointments and made the demand for new teachers almost non-existent, were brought to the attention of the Eastern States Association of Professional Schools for Teachers by Dr. Alonzo F. Myers, its president.

Dr. Myers sees education "at the extreme low point, not in 1933 but 1934," as a result of the economic depression, and said that next year would see "the major constructive readjustments looking toward a recovery in that field." Examining "some of the inconsistencies in the present situation, and some of the corrections which must be made," he said:—

"At a time when American education needs new blood more than ever before, we have a situation in which the national demand for new teachers is almost non-existent. We have regarded as normal a national demand for more than 100,000 new teachers annually. For the school year 1933-34 the demand probably will not exceed 10,000. Every effort must be made to correct this situation. The following correctives are indicated:—

"Eliminate all forms of multiple job holding. I believe that there are enough qualified teachers to staff all of the schools without multiple job holding. I believe that teachers should be limited to one full-time teaching assignment.

"Under present conditions I believe it would be advisable to retire older teachers eligible for retirement, to make it possible to bring young teachers into the schools. Not only do I believe that this would be a wise step to take with reference to teachers, but I believe that our society will soon have to recognize the dangers inherent in keeping out of employment young people who are fully qualified to enter business, industry and the professions.

"We must recognize that the present tendency toward reduction of teaching staffs and increasing the ratio of pupils to teachers is threatening the efficiency of the public schools. At a time when the public schools are being required to accommodate more pupils than ever before in their history they are also being asked to get along with fewer teachers."

Educator Declares Teaching of Greek No Longer Needed

LONDON.—Lord Midleton, chairman of the Cranleigh School of Governors, speaking before the Taunton School Old Boys' Association, in London, declared that the teaching of Greek was "completely played out." "I believe," he said, "that the ordinary British boy who has to master mathematics and science and must learn Latin and French can afford to give Greek the go-by.

"Greek is kept up by the universities. The Oxford Dons voted the other day to continue Greek. The Oxford undergraduates voted by a large majority for pacificism. If we could get some educational group at work on Oxford it might do a great deal of good.

"At most you can say, as was once said a century ago, there are three reasons for the study of Greek. It enables a man to read the words of our Lord in the original; it opens up opportunities of preferment which are denied to men who do not know Greek; and it enables you to look down on your fellows from the proper elevation. I hope my humble protest may mean some day that my younger friends may be spared the tortures we had to undergo in learning something which is of no use to us."

Health Instructors Chided as Gullible

NEW YORK. — Delegates to the conference on interpretations of physical education at New York University were told that instructors had become "pretty gullible" in their acceptance of health fads and half-truths, and that a need existed for a change in teaching methods based on scientifically accurate facts concerning health habits.

JUNIOR COLLEGES

Educator Notes Increase in the East

HARTFORD, Conn. — Fifty institutions in the higher education field that have appeared in the Northeast of late point to a significant development, in the opinion of E. Everett Cortright, president, Junior College of Connecticut. He notes that few of them are more than five years old, that sixteen have appeared in the last two depression years, and that parents of 5,000 young men and women have chosen to use these institutions.

"All of them," he says, "have been christened junior colleges. They are serving for two years two promising groups of high school graduates. One group expects to transfer into colleges and universities later; the other, equally promising, is taking a wide variety of curricula intended to produce intelligent and efficient future citizens.

"These institutions have been slower to flower in the Northeast, with its traditional conservatism, than in the Central or Far West. The recent phenomenal development in their number and in the size and quality of their student body is, I believe, the outstanding fact in American education today.

"State boards of education in six states have officially recognized the movement by adopting a set of standards. The states are Connecticut, Maryland, New Hampshire, New Jersey, New York and Pennsylvania.

"Of the fifty institutions thirty are for girls only, thirteen are co-educational, and seven are for men only. The immediate future will probably see this balance changed."

Seven New Scholarships To Be Given at Tufts

BOSTON.—To stimulate interest in college education among secondary school pupils over a wide area it was announced by Dr. John A. Cousens, president of Tufts College, that the Board of Trustees has created twenty-eight prize scholarships providing full tuition, seven open this year to students attending schools on the accredited list in Massachusetts and Pennsylvania, and later in rotation to students in the other New England states, Nova Scotia, New Brunswick, and New York. Competition will be limited to students attending accredited preparatory schools who stand high among those eligible for certificate. Selection will be made on the basis of the school record, personality, and a written examination set and scored by the Tufts authorities, to be given in each school where eligible candidates apply. This examination will be designed to reveal not so much the extent of the candidate's knowledge as the quality of his mind. The entire territory over which these scholarships will operate has been divided into four districts as follows: (1) Massachusetts and Pennsylvania; (2) Maine, New Hampshire, New Brunswick and Nova Scotia; (3) Vermont and New York; (4) Connecticut, Rhode Island and New Jersey. Scholarships are to be awarded within these districts taken in rotation (Massachusetts and Pennsylvania in 1933), seven each year for a whole district, so that in four years students from every district will be enjoying the privileges of the scholarships.

Students in Peru Must Walk Chalk

LIMA, Peru. — Peruvian students are going to toe the mark hereafter if the minister of instruction has his way. The public is thoroughly in accord with the plans, for the unruly student is getting on everybody's nerves. The new orders include a drastic prohibition against strikes, which have become the preferred method of registering disapproval of practically everything, and which have been used also by agitators for the purpose of starting something in many parts of the country. Likewise, there are going to be no more holidays.

Radical Teachers Uniting As Chilean Political Unit

SANTIAGO, Chile. — Chile's extremist school teachers, who have been causing trouble for years, plan to call a "national Socialist convention," and form a teacher's political party along syndicalist lines. The government, vexed by the continued radical agitation within the educational ranks, recently began a campaign to counteract it, but the state had to pause in its program to consider this new surprise move to make the teachers a political unit. Communists and Peruvian Apristas are fighting with Socialists and syndicalists for control of the teachers' association, it is said, and this may prevent formation of the party.

Quadruplet Sisters Are Graduated Together

HOLLIS, Okla. — The quadruplet Keys sisters, Mary, Leota, Roberta and Mona, who look, act and dress alike, have been graduated from high school here, but the event did not portend unity of thought and activity. The "bunch of Keys," as the girls have become known, plan to go to college together.

BOARD MEMBER RATIO TO TEACHERS IS 1 TO 2

WASHINGTON.—In twelve states the number of school board members is greater than the number of teachers. For the United States as a whole there is approximately one board member to every two teachers.

These figures were given by the Federal Office of Education after investigation of school administration units throughout the country.

The twelve states where board members outnumber teachers are: Arkansas, Idaho, Kansas, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, Oregon, South Dakota and Wisconsin.

In round numbers there are 127,000 school administrative units in the states. Control of educational affairs in these units is vested in approximately 424,000 members of the boards of education or school trustees. These 424,000 elect teachers for 839,879 positions —approximately one board member for every two teachers.

In each of nine states there are more than 20,000 school board members. These are: Illinois, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Texas and Wisconsin.

Need Exists for Creative Teaching

CAMBRIDGE, Mass.—A need for creative work in English teaching, as in other scholastic departments, was pointed out recently by Dr. Charles Swain Thomas, associate professor in the Harvard School of Education. Dr. Thomas narrowed his concept of education in English to "two simple ideas" —the mastery of grammar, spelling, pronunciation and other fundamental subjects, and secondly, creative reading and writing. The mastery of the "tools" of English, he said, should be so complete on the teacher's part as to give pupils unconsciously the correct concept. Dr. Thomas declared that never in the history of literature were students doing more "in the realm of polite literature and in the realm of artistic expression." This type of utterance from modern youth, he said, had sprung from the work of teachers who had surrounded their routine with "the privilege of creative teaching."

Islamic School to Teach Theology of Other Faiths

ISTAMBUL.—Soon modern Islamic theology will for the first time be brought into touch with Christianity, Buddhism and other religions, when the theological faculty at Istambul University is re-organized to include comparative religion and non-Islamic philosophy.

SALES TAX SOUGHT BY TEXAS SCHOOLS

DALLAS, Tex.—Already there is talk of a special session of the State Legislature to save the schools. Unless the public schools are assured sufficient revenues for the next school year many will be unable to open, all will be forced to curtail their terms, and teachers will be on half-pay if they are paid at all.

School people had placed their hope in the sales tax backed by the administration. This has been decisively beaten, and now the school people are hoping that another sales tax measure, drawn on a different principle, can be passed. It is the only remedy, they say.

The levy the school people are now demanding is a selective tax sponsored by Representative Harold Kayton, of San Antonio, and first brought to popular notice by the late Mayor Mack Chambers, of that city. The administration measure that was defeated was a pyramidal sales tax, which, it was estimated, would bring in between $30,000,000 and $40,000,000 a year.

Lexington Teachers' Salaries Reduced

LEXINGTON, Mass.—Following a debate lasting an hour and a half it was voted to cut the salaries of the school teachers in Lexington fifteen per cent., starting July 1, at the adjourned session of the annual town meeting recently. All the town employes, including the school teachers, had been contributing ten per cent. of their salaries to the unemployment relief fund, but at the previous town session a resolution was adopted that it be the sense of the meeting that a straight fifteen per cent. cut be made. With the slashing of the school appropriation more than $10,000 to meet the smaller school budget resulting from the reduced salary plan, the appropriations of all the town departments were correspondingly made smaller, so that all the town employes will likewise sustain a fifteen per cent. salary cut commencing July 1, at which time the present ten per cent. donation will end.

Children of Educators Win Honors at Wheaton

NORTON, Mass.—A survey just completed at Wheaton College here indicates that students who are the children of men and women in educational work are carrying off more than their proportion of academic laurels. The results are based on a survey of the 460 students at Wheaton, forty-four of whom are daughters of teachers, principals, superintendents of schools, college professors and deans. Of the forty-four, thirty students, or more than two-thirds, stand scholastically in the upper half of their classes. That these students enter as freshmen better equipped to succeed than most students is indicated by the fact that one-half of the freshmen who were the children of teachers ranked at mid-year in the first quarter of the class with ten in the first half. Sixteen freshmen are children of educators.

More Classes Urged For Child Recreation

BOSTON.—More community clubs and classes to provide wholesome leisure-time recreational opportunities for young people of today who are denied financial resources for amusement were urged by Dr. C. C. Carstens, executive director of the Child Welfare League of America, speaking at the close of the final session of the sixth New England regional conference of the Child Welfare League in co-operation with the Boston Parents' Council.

Fewer Teachers Shown in Survey

WASHINGTON.—The number of school teachers in the country has decreased 2.4 per cent., while enrollment in the nation's schools has increased 1.3 per cent., according to a study made by the Federal Office of Education. The study included reports of more than 3,000 school superintendents in cities having a population of 2,500 or more. More than fifty per cent. of the cities reported a decrease in the number of teachers per pupil in all grades of schools. The majority of reports also showed a decrease in the budgets for teacher salaries, in some cases the decrease running as high as forty per cent.

Pacifism Is Opposed By Finnish Students

HELSINGFORS.—Finland's students have addressed a vigorous reply to the circular letter in which the National Student Federation of the United States inquires regarding their attitude toward the Oxford Union's refusal "to fight for King and country." Emphasizing that Finland's students are unable to understand the Oxford attitude on national defence, they say they are all prepared to fight to the last man if internal or external foes threaten the country's hard-won independence. The students further assert they are ready to hasten to the assistance of their sister nation, Estonia, if she is invaded. This attitude is the only possible one, they say, because Bolshevist Russia is Finland's neighbor, and Finland cannot afford to cultivate pacifism. By maintaining a patriotic spirit the Finnish students believe they also are protecting civilization and Christendom.

BOSTON PUBLIC SCHOOLS: Written examinations for candidates for substitute teaching positions in the city of Boston will be held on Thursday, June 8, at The Teachers College, Boston, at 1:30 o'clock p. m. Oral examinations for foreign language candidates will be held on Wednesday, June 7, at the same place at 1:30 o'clock p. m.

Written examinations for candidates for the Master's Degree in Education in The Graduate School of The Teachers College of the city of Boston will be held on Friday, June 9, at The Teachers College, at 9 o'clock a. m. Oral examinations for foreign language candidates will be held on Thursday, June 8, at the same place at 1:30 o'clock p. m.

Address all questions in regard to these examinations to Board of Examiners, 15 Beacon Street, Boston.

DURHAM, NEW HAMPSHIRE, Farm. American family, modern improvements, vegetables, cream, home cooking, bathing. B., $12 and up. Week-end, $2.50.

Tel. 1697-13, Dover.

S. P. CHESLEY, DOVER, N. H.

Summer Session

July 5 to August 12

UNIVERSITY OF

VERMONT

Burlington-on-Lake-Champlain

Courses affording superior opportunities for self-improvement, for teachers desiring certification credit, graduate students and undergraduates. City conveniences and unsurpassed recreational advantages. Lake Champlain, Green Mountain and Adirondack excursions, trips to Montreal and Quebec, under University direction. Enrollment limited to 1,000.

Write for Illustrated Catalog.

BENNETT C. DOUGLASS, Director

Burlington, Vermont

EVERY TEACHER AND SUPERINTENDENT NEEDS IT

Booklet "HOW TO APPLY AND SECURE PROMOTION, etc., etc." including 15 points on which the success or failure of a teacher depends. Prepaid 50c in stamps.

Rocky Mountain Teachers Agency

410 U. S. Nat. Bank Bldg., Denver, Colo.

Free Tuition Is Abandoned

CHARLOTTE, N. C.—Free tuition in the state-supported institutions of higher learning is a thing of the past in North Carolina, as the result of a bill passed by the legislature. Sponsors of the legislation submitted statistics showing that a total of 4,156 students were receiving free tuition in state-supported schools. Of this number, 1,804 were students of the Greater University of North Carolina, which includes the university at Chapel Hill, the State College at Raleigh, and the North Carolina College for Women at Greensboro.

N. Y. Teachers Liable to Tax

ALBANY, N. Y.—School teachers and other state employes are subject to state income tax, Cortland A. Wilber, director of the Income Tax Bureau, announced recently. He said that many state and municipal employes, as well as teachers, had been led to an erroneous conclusion because their salaries were not subject to Federal tax, and hence were not preparing to file state returns. He added that they are required to base returns on their full salaries, regardless of any deduction for retirement funds.

Says Students More Serious

BOSTON. — One result of the financial depression is that "there is no comparison between the college undergraduate of today and of 1929." This was the statement made by Dr. Ernest Martin Hopkins, president of Dartmouth College, speaking before the Dartmouth Woman's Club at a meeting here. Dr. Hopkins declared that "never has there been a time when undergraduates have been so serious about life as now," and that whereas four years ago "it was practically impossible to make them understand that money wasn't everything, the boys of today aren't thinking nearly as much about that; they are thinking how they can be useful to the world" in preventing world-wide calamities.

First Graders' Lesons Improved by Typewriter

CLEVELAND, O.—Students in the first grade at Madison School here learn to spell, read, and to compose good sentences by using the typewriter. On the first day of school they are shown how to operate the machine, and each child is given an opportunity to typewrite after other lessons are finished. "The activity is fascinating," says Sylvaia N. Kleinsmith, principal. "They see, without being told, the reason for spelling accurately, beginning a sentence with a capital, ending it with a period. They acquire a sentence sense, learn to spell and read, almost without knowing it, and type three-tenths of an inch high is sight-saving."

SACRAMENTO.—The state senate of California unanimously passed a bill requiring safe school construction, as a result of all but one school in the Long Beach district being destroyed by the recent earthquake.

LANSING.—The Supreme Court of Michigan exempts from a new tax limitation amendment all cities having such laws already in their charters. This will allow local boards of education to make larger levies for the schools than would be possible without exemption.

SAN DIEGO. — California school busses operating in fifty-four counties were pronounced eighty-eight per cent. safe by the California highway patrol. They have a total passenger capacity of 60,026.

DETROIT.—Because of safety instruction and school patrols on the streets the percentage of fatal accidents to children in traffic has dropped from fifty per cent. to thirteen per cent. since 1921.

LOS ANGELES.—Vacation schools will be cut out this summer, effecting a saving of $250,000. In place of these schools a program of civic centre playgrounds was approved, and the University of Southern California will conduct a vacation school like the discontinued one.

BULLETIN BOARD

Rates 5c a word; Minimum charge 60c; Cash with order

FRIENDSHIP, MAINE COAST. Desirable 7-room summer house overlooking Muscongus Bay, which lies between Pemaquid Point and Penobscot Bay. Fireplace, hammocks, electricity, hot and cold water, dory, oil stove, wood stove, bathroom, bedding. Available for August for $175. Write R. S. W.*

THE LIVING VOICE OF VACHEL LINDSAY, American poet, can be heard by ordering set of three Durium records from D. P. Geddes, Sales Manager, Columbia University Press, N. Y. C. Poems are famous "Congo," "Kansas," and "John L. Sullivan." Price of set, $2.00.

YOU ARE READING these notices; others would read yours. See "Bulletin Board" rates.

LITERARY CRITICISM and marketing suggestions. Sympathetic, patient advice; highest standards of taste; probably lowest fee known: $2.50 for each story and each group of poems. Address H. A. J.*

GRADUATE OF EASTERN UNIVERSITY specializing in chemistry, extra year of study and practice in education, wants position in secondary school teaching science and mathematics; will assist in athletics. Address B. F. B.*

*All advertisements signed with initials should be answered in care of the Journal of Education, 6 Park St., Boston.

Vacation

IN THE COUNTRY

MASSACHUSETTS FARM HOMES offer delightful accommodations at most reasonable prices. Fishing, boating, swimming, tennis, golf and other sports. Write for free bulletin listing furnished rooms, cottages and board. Room 136, State House, Boston, Massachusetts.

Massachusetts Department of Agriculture

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Art Supplies

Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

Arlo Publishing Co., Newton, Mass.

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.
70 Fifth Avenue, New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

India Inks

Pohlmeyer, Inc., Passaic, N. J.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Library Equipment

GAYLORD BROS., INC.
Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Pictures and Prints

Hale, Cushman & Flint,
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

School Photography

Wilson-Way School Photography
Cambridge, Mass.

Sound Distributing Systems

Samson Electric Co., Canton, Mass.

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Grins Between Grinds

Dad's Definition

"Father," said the small boy, "what is constructive criticism?"

"Constructive criticism, my son, is your own line of talk, which, if offered by someone else, would be called ordinary fault-finding."

• •

Crash!

"Mother," said little Bobby, in an injured tone, "you have no right to send me to bed without my supper."

"Why, what do you mean?" inquired his mother.

"The Declaration of Independence," proceeded Bobby, with great emphasis, "says there should be no governing without the consent of the governed."

• •

Manifold

Askit—"Do you believe anyone can do more than one thing at once?"

Tellit—"Certainly. There's a typewriter girl in our office who can typewrite, chew gum, hum the latest songs, and plan what she is going to tell that boy friend the next time she meets him—all at the same time."

• •

Only a First Day

Dolly was just home after her first day at school. "Well, darling," asked her mother, "what did they teach you?"

"Not much," replied the child. "I've got to go again."

• •

Credentials Missing

"Daddy, what did the Dead Sea die of?"

"Oh, I don't know, child."

"Daddy, where do dreams go to when we wake up?"

"I don't know."

"Why did God put so many bones in the fishes?"

"I don't know that, either."

"Goodness, daddy, who made you an editor?"

• •

Heard in the "Special" Room

(A true incident)

In the geography class in the "special" room of a certain school the pupils were discussing the various kinds of transportation available today. The teacher asked a question relative to the use of railroads, and received the following answer from a twelve-year-old boy who was just beginning to use the English language:—

"Railroads are good for to make us get some place that we be not, but wish ourselves to be at."